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ABSTRACT

Approaches to individualizing physical education for disabled and nondisabled students are considered. Organizational alternatives are explored, including use of corners and square patterns (which allow for visual cues for students as well as for flexibility in activities) and learning activity packets and centers (which provides opportunities for individualized work on written tasks or task centers). Sample activities in each type of organizational pattern are described. (CL)

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PRACTICAL POINTERS

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ORGANIZATIONAL STRATEGIES INDIVIDUALIZING INSTRUCTION FOR PHYSICAL EDUCATION

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ACKNOWLEDGEMENTS

Organizational ability of teachers and leaders--not class or group size--is one of the most important considerations when individualizing physical education experiences for all students, especially those with handicapping conditions. Developing and implementing ways to accommodate individual needs of each student are responsibilities of every teacher and leader. Methods and approaches must permit students and participants with diverse interests, needs, abilities, and disabilities to share the same environments and settings. Techniques must be sufficiently flexible so that individuals with handicapping conditions can participate safely, successfully, and with personal satisfaction with able-bodied classmates.

Teamwork and working together are necessary ingredients for successfully organizing and implementing programs and activities that accommodate participants with diverse needs. Such cooperative teamwork has provided this Practical Pointer. Mary and Tom Gaebler of Jefferson County Public Schools, Louisville, Kentucky, present creative and different approaches for individualizing instruction in physical education. While developed and designed to meet specific needs of students with handicapping conditions, both Four Squares and Learning Activity Packets and Learning Activity Centers are appropriate for and applicable to able-bodied individuals. Both of these approaches can and have been successfully used in settings in which individuals with handicapping conditions have been integrated with able-bodied peers as well as in special, segregated environments.

This husband and wife team was joined by Charles Daniel, Western Kentucky University, Bowling Green, Kentucky, in presenting these approaches. These techniques can be used in school, community, and agency settings and by individuals with various degrees of professional training. This Practical Pointer represents a beginning which should stimulate and motivate readers to expand these sound approaches which focus on the learner and learning, not the teacher and teaching. Individuals whose horizons are furthered because of this unselfish sharing will be greatest benefactors of this outstanding team effort. To the team, individually and collectively, thanks, appreciation. and well done.

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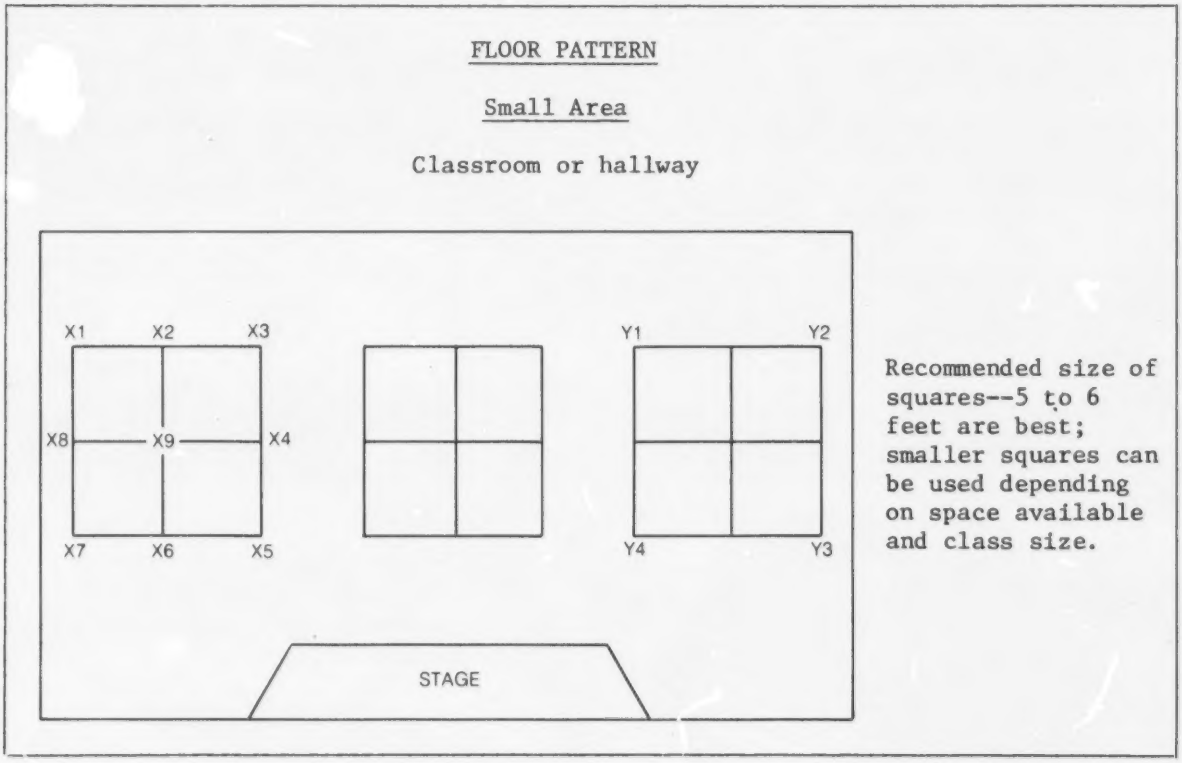
FOUR SQUARES

Corners and Squares

Corners and Squares is a system by which large or small groups of individuals can be organized in minimum amounts of space and time. This organizational strategy can be used in any area regardless of type or size, including hallways, classrooms, or gymnasia. A tool is provided by which a teacher can



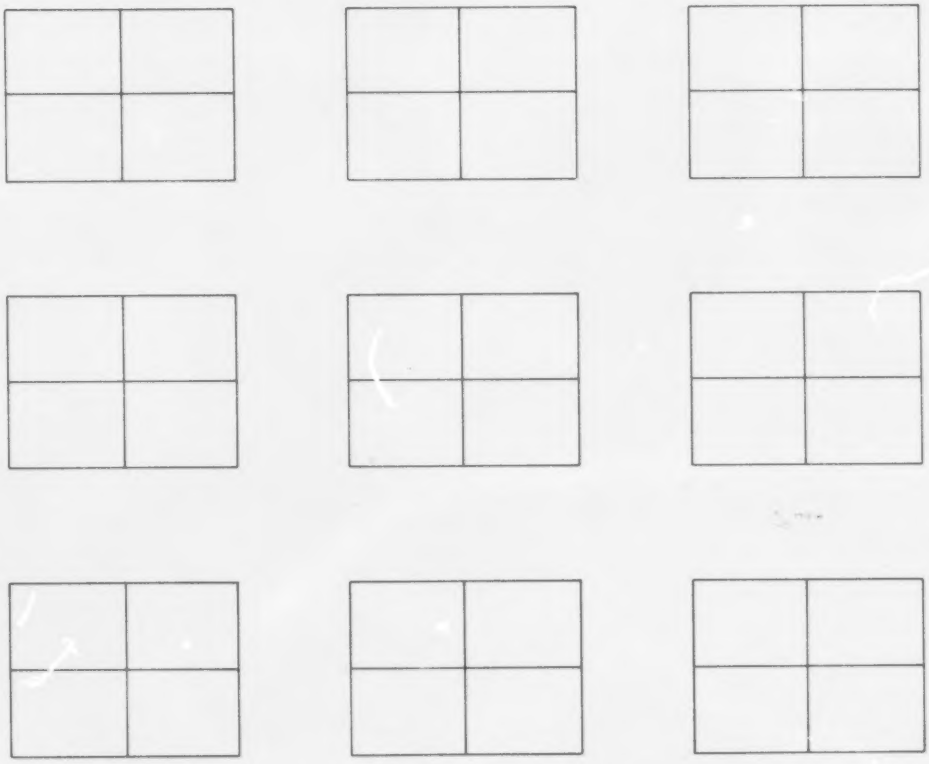
effectively observe, evaluate, instruct, and interact with children. Size and number of squares depend on area involved and number of students. Squares can be made from any kind of tape including colored floor tape and masking tape; spray paint can be used outside.

Organization. The number one priority for planning is organization. Corners and Squares provides organizational alternatives in several ways and is flexible enough to meet needs of all teachers.

- Each large square can accommodate up to nine students when they are placed on intersecting lines (Xs on diagram above), or four students when using only outside corners of each square (Ys on diagram above).

- When students are in place, whether on intersecting lines or outside corners, they are already aligned for games, relays, instructional drills, and problem solving challenges. By

Large Pattern Indoor or Outdoor Area

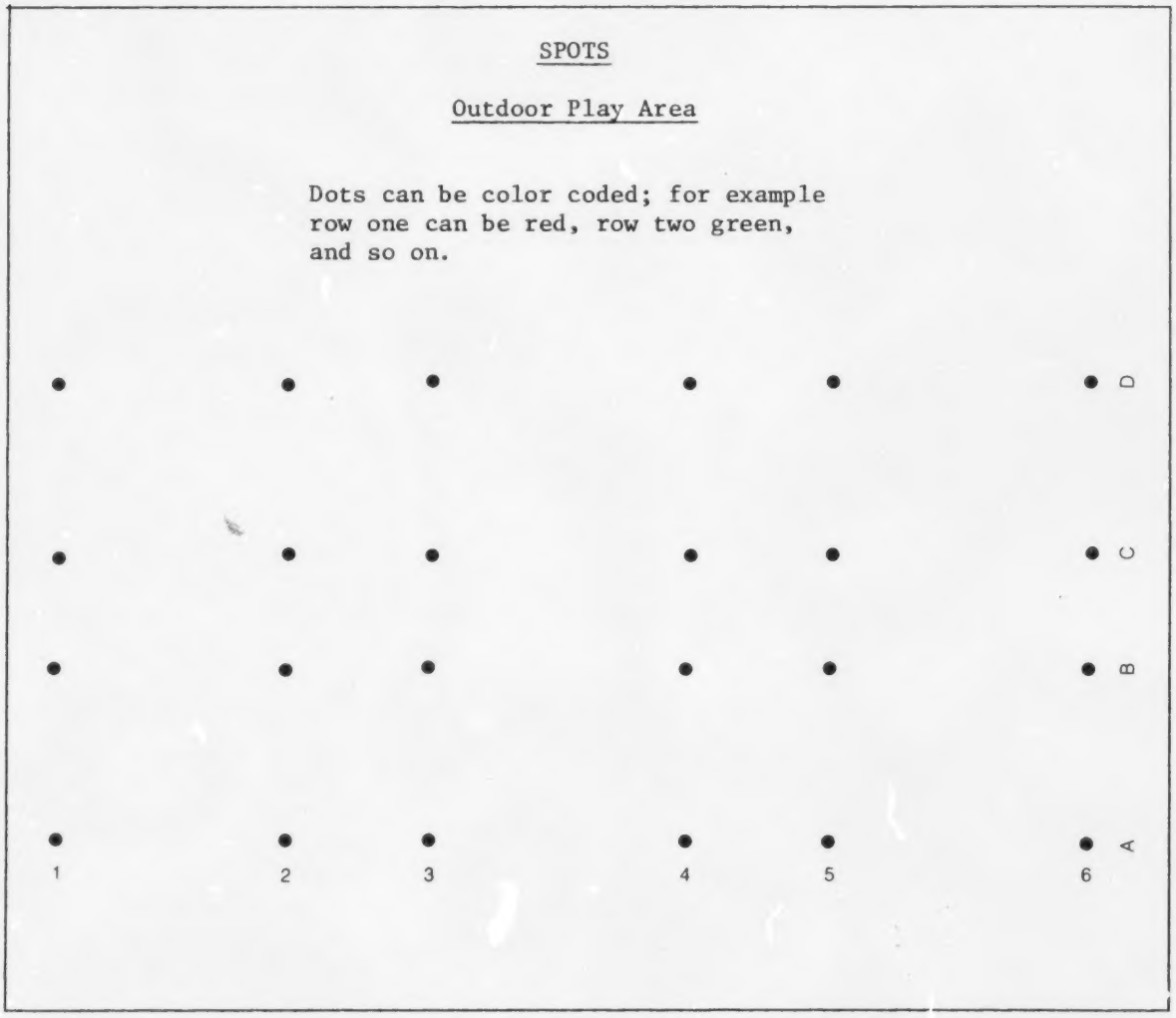


Number of squares is unlimited and primarily based upon size of available space.

instructing all students in lines to face in one direction, walk ahead until getting to the first person in line, and then turning around, students in all lines are in positions for relay activities, ball skills, or various other activities. Lines and boundaries already there are used as visual cues to show students where to go and when to stop safely.

Organization for distributing equipment is made simple by permitting individuals in one line at a time to obtain equipment, or allowing the first person in each line to get equipment for everyone in his/her line. The reverse processes can be followed when returning equipment.

Time Saver. The teacher can assign specific areas for students to sit or stand when starting class or allow students to choose their own spots freely. If roll taking or learning names by area association is an objective, students can be assigned specific spots. Free choices of area positions allow students



the feeling of participating in class management and the security of being close to friends. This variation can be optional depending on age, functional levels, and conduct of students as well as class activity. As children become more familiar with the procedure, fewer instructions and less verbal explanations are needed.

Visual Cues. Squares provide visual cues and organizational patterns for students needing such assistance for physical education activities.

Safety. Safety is of concern to teachers and parents, especially in activity oriented classes or gyms. With Corners and Squares, premarked boundaries serve as visual cues for stopping and staying in lines. Children are aware of boundaries having previously seen them and used them in lining-up prior to class activities.

Flexibility. In Corners and Squares there is no limit of directions or movements by students in any activity, including both locomotor and non-locomotor

skills. Change any direction by verbal commands or visual cues and students remain in straight line formation. By placing visual directions on the walls or floor to designate front, back, right side, and left side, students become aware of the words and their meanings in associating them with proper areas of the room or gym--for example, everyone stand on an outside corner and face front.

Corners and Squares can be adapted to each individual teacher's needs, whether instructing students with handicapping conditions or able-bodied children. Spots can be used or substituted for squares for initial line up and organization if desired.

Sample Activities

Lines and Leaders. This is used mainly for warm-up activities. Front persons in each line lead exercises of their own choices for students in their lines to follow. Upon verbal, musical, or visual command, the front person runs, (jumps, hops, skips) to the end of his/her line to take this place in the line. Since all students have moved forward one position, new leaders and new sets of exercises result. This sequence continues until all students get opportunities to be leaders.

Individual Corners. Each student is positioned on either an inside (i.e., Y1 and Y4) or outside (i.e., Y2 or Y3) corner. Upon verbal, visual, or musical cue, the student performs and creates his/her own exercises or movements. This allows each child freedom of choice without interfering with other students.

Long Circles. This activity is especially useful and effective when dealing with large numbers of students in limited amounts of space. It allows all students to be involved in locomotor activities safely and at one time and also permits the teacher to position him/herself in locations to observe, assess and assist all children. This activity promotes physical fitness and gives the teacher a means of assessing fundamental motor movements. Instructions for implementing Long Circles can be found on the accompanying diagram(page 7).

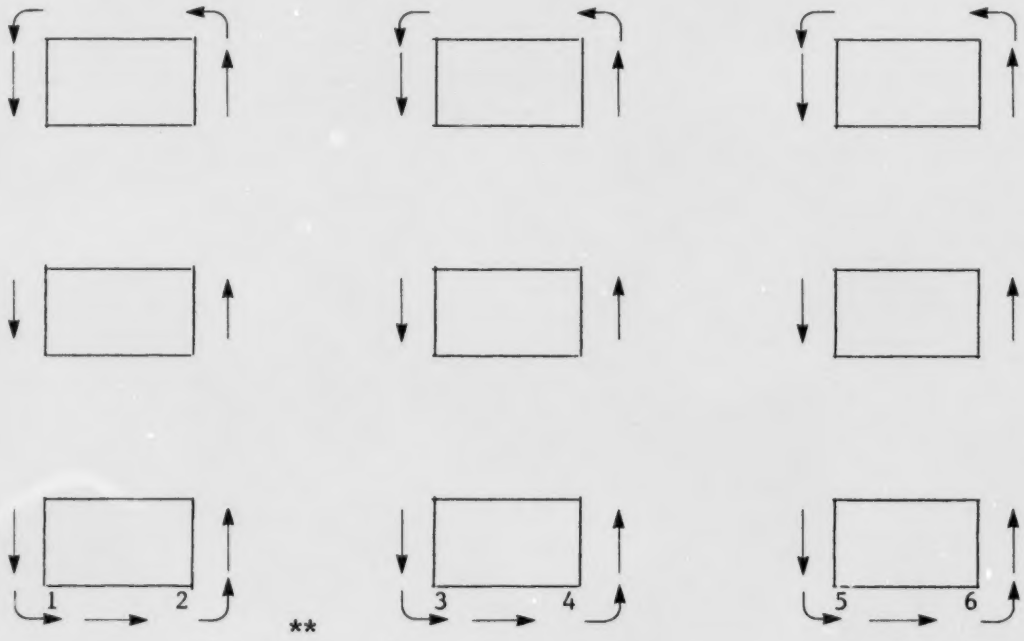
Activities Organized by Squares

Squares provide visual cues for organizing diverse activities. Squares can be used as an organizational pattern for activities such as--

- Jump ropes--individuals are six feet from each other
- Long ropes--use middle of each square
- Ball rhythmics--individual or partners are across a square from each other
- Locomotor movements--organize with long circles
- Catching and throwing--work with partners
- Relays--use lines as visual cues
- Sports skills
  - --Volleyball--instruct and play in squares
  - --Basketball--pass and dribble following lines
  - --Soccer--follow lines
  - --Bowling--let squares become lanes.

Squares provide a visual framework of organization for any sport. A teacher is limited only by his/her imagination!

Long Circles



Instructions: Rows 1, 3, and 5 face front; rows 2, 4, and 6 face back. Follow the person in front of you, turning at the ends, rounding off corners. Do not touch the person in front of you; if you must stop, move to the middle.

**--Teacher position

Selected Resources

Daniel, Charles, Four-square organization. Presentation at Southern District Alliance for Health, Physical Education, Recreation and Dance Convention, Norfolk, Virginia.

Norfolk Public Schools, Elementary Physical Education Guide. Walter Clay, Supervisor, Norfolk, Virginia.

Whitson, Wayne Physical Education Instructor, Norfolk Public Schools, Norfolk, Virginia, Student Teacher Advisor.

LEARNING ACTIVITY PACKETS AND LEARNING ACTIVITY CENTERS

Learning Activity Packets

Contents of learning activity packets emphasize individualized instruction. They promote documented evaluation of student progress by...

...building one main idea, concept, or skill;

...using specific behavioral objectives;

...incorporating pre-and-post-tests;

...providing a series of activities which build on an idea, concept, or skill so that each student can achieve specific behavioral objectives;

...suggesting diversified instructional strategies;

...detailing self-checks for evaluating each activity;

...including reinforcement activities; and

...encouraging teacher and student evaluations of appropriateness of materials and activities, and how well behavioral objectives are achieved.

Additional factors to consider when developing learning activity packets include--

- Keep learning activity packets brief, especially for students who learn slowly.
- Plan time for students to share and discuss their findings and discoveries.
- Challenge advanced students with appropriate tasks.
- Build in elements of success for every student.
- Maintain separate folders with complete learning activity packet materials.
- Use cassette tapes and mini lessons in learning activity packets.
- Combine learning activity packets into learning centers.
- Keep each learning activity packet in a box or kit.

Learning Centers

Defining A Learning or Interest Center. A learning center is an area in a class setting, gymnasium, swimming pool, or other environment which contains

a collection of activities and materials to introduce, teach, reinforce, and/or enrich a skill or concept. In developing a learning or interest center--

- Begin with a few centers; add additional centers as students learn to use and feel comfortable with them--discuss with and demonstrate to students, possibilities and limitations of each center.

- Combine centers to save space; eliminate those of little interest to students--avoid having so many materials that they become confusing and cluttered.

- For students. Use a learning center as a self-selected activity for independent study, follow-up for a teacher-taught lesson, an activity in place of a regular assignment, or an individual activity.

- For teachers. Use a learning center for follow-up of a lesson, small group instruction area, or individualized activity.

Creating a Learning Center. When creating a learning center--

- Select a specific subject or skill area--i.e., reading and perceptual motor development; physical fitness; fundamental motor skills; sport skills; rhythmic activities, basic movement patterns; locomotor activities

- Determine the skill or concept to be introduced, taught, reinforced, or enriched--i.e., teach striking and/or hitting skills with an implement to increase eye hand coordination; develop specific static or dynamic balance skills; reinforce locomotor skills such as jumping and hopping in a variety of situations; enrich ball handling skills.

- Develop the skill or concept into a learning activity--manipulating (striking, hitting, ball handling); experimenting (observing, charting, keeping a log); listening, viewing, or doing--i.e., students increase eye-hand coordination by completing activities for visual perception and achievement in reading; students improve balance by performing increasingly difficult tasks on balance boards and/or balance beams.

- Incorporate the skill into an extending activity--i.e., students extend or correct eye-hand coordination skills by keeping places in reading, finding places again in the pattern of printed words, and maintaining motor adjustment long enough to comprehend word, phrase, or sentence; students extend balance skills by participating in self-testing activities, relays, and games requiring application of increasingly difficult and varied balance skills

- Place all games, worksheets, charts, and cassette tapes together in one area of the gymnasium or classroom for children to use in self-selected manners.

Teacher Learning Center Checklist. The teacher prepares learning tools such as worksheets, evaluation materials, and games, and collects available resources so that the learning center contains necessary items for students to discover, learn, and apply the skill or concept for which the center was developed. The teacher thoroughly introduces the learning center to students so each can clearly understand answers to these questions--

- What can be done at the center?
- How is each activity, game, and learning device used?
- Where are necessary materials kept?
- Where are finished products to be stored?

The teacher motivates and encourages students to use a learning center through the following steps--

- Add new activities or materials to the center.
- Create new, challenging, and fun activities developed by students at the center.
- Include teacher-directed lessons for small or large groups at the center.
- Provide opportunities for students who have worked at the center to share their experiences.

Game Center. A game center is a special type of learning center.

- Use present materials which develop basic skills and concepts in fashions which are different, challenging, and enjoyable.
- Materials include teacher made, commercial, and/or student made games.

Sample Learning Center

Topic. Reading and perceptual-motor development.

Although there is not a great deal of clear-cut evidence to support the idea that perceptual-motor training increases general or overall performances in the perceptual-motor area, some research (i.e., Johnson and Fretz[1]) indicated that specific perceptual-motor skills were significantly improved for certain children who took part in children's physical developmental programs. Other studies have

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[1]Johnson, Warren R., and Fretz, Bruce R. "Changes in Perceptual-Motor Skills After A Children's Physical Development Program." Perceptual and Motor Skills, April, 1967.

shown positive correlations between difficulties in visual perception and lack of achievement in reading (i.e., Strang[2]).

Perceptual-Motor Skills. Generally, perceptual-motor skills are considered to include combinations of manual and eye-hand coordinations. Visual perception is based on sensorimotor experiences that depend on visual acuity, eye-hand coordination, left-right body orientation, and other visual-spatial abilities, including visual sequencing. Indications of a child's eye-hand coordination may be observed as he/she bounces or throws a ball, erases a chalkboard, drives a nail, cuts paper with scissors, copies a design, ties shoe laces, picks up a small object from the floor, or replaces a cap on a pen.

Strang[2] stated, "In reading, the child shows difficulty in eye-hand coordination by his inability to keep his place in reading, to find the place again in the pattern of printed words, and to maintain the motor adjustment as long as is necessary to comprehend word, phrase, or sentence. His tendency to skip lines may arise from inability to direct the eyes accurately to the beginning of the next line."

Depending upon a variety of extenuating circumstances, perceptual-motor skills require various degrees of voluntary actions. Basic striking and catching skills are examples and are important in certain kinds of active game activities--i.e., receiving an object such as a ball (catching), and hitting (striking) an object, ordinarily with an implement as in batting a ball. Other kinds of perceptual-motor skills in this category, but not related to game activities, include sorting objects, finger painting, and bead stringing--these, can and should be incorporated into the academic classroom, not the gymnasium.

Certain tasks that are perceptual-motor in character are done with one hand. At a high level of performance this can involve receiving a ball with one hand in a highly organized sports activity. At a very low level, a baby may reach for or grasp an object with one hand.

Perceptual-Motor Programs. Programs of perceptual-motor training, structured or unstructured, are usually based on the notion that some form of physical activity can contribute to developing higher learning capacities of children. However, most perceptual-motor programs have as an objective, improving self-concept and ability to control the physical environment, rather than direct growth in specific academic skills such as reading.

Another goal of this approach may be to improve certain aspects of total fitness for living of children. This approach is primarily in terms of physical activity, through which a child may...

...gain greater awareness of and confidence in his/her body and what he/she can do with it;

...acquire and/or improve basic skills which not only increase range of movement capabilities and satisfactions, but also

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[2]Strang, Ruth. Diagnostic Teaching of Reading (2nd Edition). New York: McGraw-Hill Book Company, 1969.

heighten ability to function effectively in activities with greater social skills; and

...increase basic efficiency, stamina, and power of the body-machine.

Rationale for contents and approaches found in following learning activity packets is evident. These packets can be used independently as just that, an activity packet, or in conjunction with one another to make up learning centers. Activities consist primarily of ball handling and striking objects with implements.

Ball Handling. Ball handling skills can often be useful in helping children develop eye-hand coordination, timing, and bilaterality. Ordinarily, children with eye-hand coordination problems have difficulty catching a ball, not necessarily because of motor responses, but perhaps because of slowness in eye movements.

Activity I-1--Ball Handling

Instructions to the Teacher

This is first in a progression of ball handling skill activities. Purposes of these skills are to help children develop eye-hand coordination, timing, and bilaterality.

Materials--yarn, foam, or other suitable soft material ball; an 18 inch line marked on the floor (colored tape does fine); a score card for self-evaluation.

Instructions to the Student

These instructions may be placed in a card file, on poster board, on cassette tape and placed in an activity center for implementation by the student.

Kneel down on the floor facing the white (or other color) line. Place a yarn ball on the white line in front of you. Use your hands to move the ball back and forth by striking it, first with one hand and then the other. Be sure the ball moves back and forth on the straight line. Practice. When you feel as though you have mastered this skill, test yourself.

To Test Yourself

- Strike the ball ten (10) times--the ball must move along the line.
- Score yourself by putting number of successes over total number of trials (10) on the score card provided.
- If you scored eight out of ten or more you are ready to move to the next activity in this center--Congratulations!!

SCORE CARD

ACTIVITY					
1-1					
1-2	100% MASTERY	DOUBLED MY TIME	WHOOPS! TRY AGAIN		
1-3	1	2	3	4	5
1-4	L ___	___ R			
	4ft.	6ft.	8ft.	10ft.	12ft.
2-1					
2-2					
2-3					
2-4					

***Pictures give visual clues to non-readers.

Variations

Vision impaired--use large ball or ball with a bell in it

Wheel chair participant--use a lap board, table, or other suitable device

To avoid slapping--suggest to the child that the ball is a friend and should be treated as such--as you might pat your dog!

Use music!!!

Activity I-2--Air Dribble

Instructions to the Teacher

This is the second in a progression of ball handling skill activities. Purposes of these skills are to help children develop eye-hand coordination, timing, and bilaterality.

Materials--yarn, foam, or other suitable soft material ball; defined area of space for the activity--i.e., a circle at least three feet in diameter or a square with three foot sides; cassette player and tape with music and/or instructions.

Instructions to the Student

You are going to keep a ball above your head by striking it with your hands, first with one hand and then with the other. Be sure the ball remains in the air above your head. To start, throw the ball straight up, then begin tapping. Practice. When you feel as though you have mastered the skill, test yourself.

To Test Yourself

- Begin music on the cassette.
- When you hear the buzzer, a timing of 15 seconds will begin. The second time you hear the buzzer, the 15 seconds will be up. During time between buzzers, the 15 seconds, you must be tapping the ball above your head as you were directed.
- Score yourself by checking one of the boxes on the score card--100% mastery, Doubled my time, or Whoops, try again.
- To increase skill, do not stop dribbling at the second buzzer, try for the third buzzer. If you can continue to the third buzzer you will have doubled your time. Great Work!!

Activity I-3--Throw-Bounce-Catch

Instructions to the Teacher

This is the third in a progression of ball handling skill activities. Purposes of these skills are to help children develop eye-hand coordination, timing, and bilaterality. This activity can also reinforce basic math skills.

Materials--8-1/2 to 10-1/2 inch playground ball; defined area to perform the activity; music.

Instructions to Student

Throw the ball in the air above your head. Let it drop in front of you and bounce once. Catch it. Throw the ball again. This time let it bounce two times. Catch it. Continue throwing and catching until you reach five bounces. Try this. What do you think you have to do differently on five bounces than on one bounce? Pause in taped instructions. That's right! Throw the ball higher. Practice. When you feel as though you have mastered this skill, test yourself.

To Test Yourself

- Complete the entire activity as you have been directed, progressing from one to five bounces, throwing, and catching.
- Score yourself by checking the box with the highest number you reached--if you bounce the ball three times, check box three.

Activity I-4--Floor Dribble

Instructions to the Teacher

This is the fourth in a progression of ball handling skill activities. Purposes of these skills are to help children develop eye-hand coordination, timing, and bilaterality. This activity can also reinforce basic math skills.

Materials--8-1/2 to 10 inch playground ball; music.

Instructions to the Student

Stand in a place of your choice. Push the ball to the floor with enough push so the ball comes back to the same hand you pushed it with and off to the side of the body of the pushing hand. Continue pushing and bouncing with the same hand for a count of ten. Now, change hands and try again. Practice. When you feel as though you have mastered the skill, test yourself.

To Test Yourself

- Do the activity as you were directed.
- Complete ten bounces with at least one hand.
- Score yourself by placing the number of bounces in the box over the picture matching your hand on the score sheet.
- Increase your skill by trying for ten bounces with both hands--be sure to check both boxes and the number scored for each hand.

Activity II-1-Striking an Object With an Implement

Instructions to the Teacher

This is the first in a progression of skills necessary for striking an object with an implement. Purpose of these skills is to help increase eye-hand coordination. Eye-hand coordination may be extended to skills necessary for reading, such as, keeping place in reading, finding place again in a pattern of printed words, and maintaining motor adjustment long enough to comprehend words, phrases, and/or sentences.

Materials--plastic hockey stick; foam or other medium sized soft material ball; target and defined area - could be an empty cardboard box turned on it's side or a taped goal on the wall; distance should be progressive such as 4, 6, 8, 10, 12 feet.

Instructions to the Student

Markings on the floor. Measure distance from you to the target. Begin by placing your ball on the line marked four feet. Grasp the hockey stick in a ready to play position. Aim your shoulder toward the target and your face toward the ball. You should now be in a position to hit the ball toward the target. The curved part of the hockey stick should be on the floor behind the ball. Now, hit the ball toward the target. Practice. When you feel as though you have mastered the skill, test yourself.

To Test Yourself

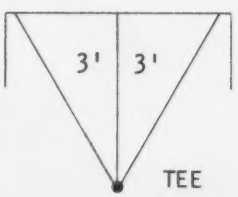
- Hit from the four foot line; to be successful in scoring, the ball must be somewhere within target boundaries five times out of five tries.
- Once you achieve this from the four foot line proceed back to the six foot line until you master five out of five trials. Keep increasing distance as marked and place number of target hits in the box on your score card that matches each distance--for example, 4, 6, 8 feet.

Activity II-2--Batting From a Tee

Instructions to the Teacher

These are second, third and fourth skill activities necessary for striking an object with an implement. Purpose of these skills is to help increase eye-hand coordination. Eye-hand coordination may be extended to skills necessary for reading, such as, keeping place in reading, finding place again in a pattern of printed words, and maintaining motor adjustment long enough to comprehend words, phrases, and/or sentences.

Materials--large foam or other soft material; bat; medium foam ball; tee (could be a tall cone); defined area such as a cage or corner to trap the hit ball; area marked with a straight center line with three foot variance to either side; starting distance of ten feet.



Instructions to Student

Place the ball on the tee. Stand up to the ball in a batting position. Swing and hit the ball. Try to make the ball fly along the straight line toward the corner of the room. Try to keep your ball within the area marked on both sides of the straight line. Practice. When you feel you have mastered the skill, test yourself.

To Test Yourself

- You should be able to complete the activity successfully five out of five times.
- Place the number of successful hits over the number of tries in the box on your score card.
- To increase skill, move the tee farther away from the target; be sure you still have a straight line to the target.

Activity II-3--Batting From a Tee (continued)

Instructions to the Student

This activity is the same as Activity II-2 (Batting from a Tee). The difference is that this time you use the bat and ball

labeled II-3. If you need complete instructions please use taped instructions for Batting from a Tee.

Activity II-4--Batting From a Tee (continued)

Instructions to the Student

Use the bat and ball labeled II-4. What have you noticed is the difference each time you used a different bat and ball? --pause on taped instructions. That's right! Each time the bat became thinner and the ball became smaller!

PRACTICAL POINTERS

A new series of publications providing functional, how-to-do-it information about physical education, recreation, sports, and related activity areas involving impaired, disabled, and handicapped persons. They contain:

- ideas to assist in using various activities to meet unique needs of individuals with different handicapping conditions,
- adaptations, modifications, and creative approaches that have been successfully used in ongoing programs, and
- ideas to stimulate creativeness to find new and innovative ways of meeting needs of participants in either special or regular programs and activities. The following issues in the "Practical Pointers" series are now available (each is 8½ × 11, 12-16 pp.):

Volume I

Developmental Purposes of Commercial Games (#1) (245-26090)
Circuit and Station Activity Approaches (#2) (245-26128)
Rhythmic Activities for Children (#3) (265-26130)
Creative Dramatics (#4) (245-26132)
Adapted Equipment for Physical Activities (#5) (245-26134)
Individualized Education Programs (#6) (245-26136)
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